R E P O R T R E S U M E S

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HEAD START FOLLOW THROUGH OPERATIONAL GRANT, 1967-1968.
BERKELEY UNIFIED SCHOOL DISTRICT, CALIF.

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THIS PROPOSAL IS FOR A KINDERGARTEN PROGRAM TO REINFORCE THE SOCIAL, PSYCHOLOGICAL, AND COGNITIVE GAINS ACHIEVED BY ABOUT 125 RACIALLY INTEGRATED PROJECT HEADSTART GRADUATES. FUNDED UNDER TITLE VI OF THE 1964 CIVIL RIGHTS ACT, THE PROGRAM WILL BE STAFFED BY FIVE CLASSROOM TEACHERS, ONE CONSULTING TEACHER, ONE LANGUAGE SPECIALIST, ONE GUIDANCE CONSULTANT AND PSYCHOLOGIST (EQUIVALENT OF ONE-HALF EACH), FIVE TEACHER AIDES, FIVE VOLUNTEERS, ONE PART-TIME NURSE, AND ONE SECRETARY. THERE WILL BE ONE ADULT FOR EVERY SIX PUPILS. TO ENCOURAGE THE PARTICIPATION OF PARENTS AND THE COMMUNITY, THE PROGRAM WILL PROVIDE HOME VISITS AND GROUP MEETINGS WITH BOTH MOTHERS AND FATHERS. SINCE PUPILS WILL BE ENROLLED FROM ALL PARTS OF THE CITY, A BUSING PROGRAM WILL BE ESTABLISHED. THE PROPOSAL ALSO DESCRIBES A PRESERVICE TRAINING PROGRAM FOR THE STAFF AND AN EXISTING "FOLLOW THROUGH" PROGRAM. (LB)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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BERKELEY UNIFIED SCHOOL DISTRICT

HEAD START - FOLLOW THROUGH

OPERATIONAL GRANT

1967 - 1968

ABSTRACT

The Berkeley Unified School District proposes to establish a kindergarten Head Start Follow Through Program for the 1967-68 school year to involve 125 students who have participated in previous Head Start programs in a State of California-funded year-round pre-school program for the culturally different.

Sixty-two of these children will be youngsters who have already participated in a Head Start program, either in the Summer or during the school year in the pre-school program. Sixty-three children from predominately Caucasian schools in the city will be identified to participate with the other 62 youngsters, making a total of 125 children in a completely integrated, full-year Follow Through program. This will provide for five classes of approximately 25 children at two sites within the city.

Since children from all parts of the city will be involved, busing will be an integral part of this particular program. These students will begin at approximately 9 o'clock and leave at approximately 2 p.m. This will provide the participating staff one hour each day to work on in-service programs, educational training programs and with parents to assist them in their training and the understanding that they must have. A mid-morning snack and lunch will also be a part of the program.

The staff for this project will consist of the following:

1 Consulting Teacher for Follow Through
5 Teachers
1 Language Specialist
1 Guidance Consultant and Psychologist
(equivalent of 1/2 each)

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5 Teacher Aides
5 Volunteers
1 Nurse (part-time)
1 Secretary

These people will form the Follow Through team. The five teachers will provide the general leadership in the classroom for the Follow Through program and act as coordinators for the individual program offering that will take place within the classroom.

The language specialist will be skilled in the curriculum of the communication skills and will add depth and power to the educational component of this team.

The guidance consultant will be responsible for assisting in the development of individualization of instruction and activities that will not only enhance the intergroup behavior of the students and the participating parents, but will assist in sensitizing teachers to the specific needs of the individual student, and the parents within the program.

One teacher aide will assist in each classroom, carrying out the days' program by helping individual children as directed by the teacher, and assisting in all the educational and curricular needs of the students.

The services of a volunteer to assist in the many activities that will be required of the students will complete the team.

The project consulting teacher for Follow Through will assist in handling the myriad of administrative details in the total program and more particularly, coordinating this program with those activities being conducted in the full-year pre-school program and those activities conducted in the first grade.

This staffing will not only make possible an adult student ratio of 6.4:1 but will focus the educational program on the reinforcement of gains made in the previous full year pre-kindergarten program. Particular stress will be placed upon the development of language and cognitive skills, social skills, self-identity, as well as intrinsic motivation for learning.

BERKELEY UNIFIED SCHOOL DISTRICT

FOLLOW THROUGH

PRE SERVICE PROGRAM

August-September, 1967

ABSTRACT

The pre-service program will consist of a one-week session in August to orient the learning team of the Follow Through Project and three days of on-site preparation. The following topics will be the subject of discussion during the team meetings:

1. The establishment of goals
2. Assessment of the Definition of Curriculum
3. Orientation in articulation with other grade programs
4. Indicies of the group processes
5. Preparation for integration
6. Definition of learning team responsibilities

Significant dates of the pre-service program are as follows:

Aug. 24-30	One week Follow Through team meetings
Sept. 1, 4, 5	Work in individual center establishing site and preparation

Classes begin Sept. 6, 1967

The activities of this session will be geared initially to the establishment of goals by the Follow Through learning team. The participating teachers, coordinators, aides and volunteers and auxiliary personnel such as representatives of parents, the Economic Opportunity Organization and district personnel will participate in this initial brainstorming session.

From this activity will be established the foundation and work for the total program. Activities in the assessment and definition of the curriculum will be discussed and organized.

At this point emphasis will be placed upon innovation. The Follow Through team will attempt to meet the needs of students by developing curricular innovations and new approaches to presenting the curriculum. Uppermost in the minds of these people will be the fact that the program is not only lengthened and enriched, but will also be integrated.

Articulation orientation will primarily be concerned with the mechanics of the utilization of resources and team members and will concentrate further on those optimal means of integrating a complete program of early childhood education, i.e., age three through grade three. At this point resource people from the Berkeley Unified School District staff representing education from age three through grade three will be used as resource people for defining and delineating the program.

Activities concerned with the group process will mainly deal with the mechanics, logistics, and nuances of dealing with the community resources and, more significantly, the individual parents. Parent education work in the home, needs of these people and involvement of them, will be topics that will be discussed.

In this same vein and moving upon the gains made in the earlier discussions, preparation for integration will involve sensitizing of the Follow Through team to the necessary ingredients of integrated education and activity. Parents of economically "depressed" and economically "advantaged" status will participate and work together and establish the beginnings of interactions that will lead to the increased ability to work with one another.

A final activity will be the work the learning team must perform in terms of the physical setting and the students. Sites must be prepared, students must be chosen, and individual lessons devised that will allow a smooth beginning of the enriched Follow Through program.

Three days of individualized activity for the learning team at the school site before the beginning of school will be the means for accomplishing this goal.

BERKELEY UNIFIED SCHOOL DISTRICT

HEAD START - FOLLOW THROUGH

1967 - 1968

- INTRODUCTION -

The Berkeley Unified School District proposes to establish a kindergarten Head Start Follow Through Program for the 1967-68 school year to involve students who have participated in previous Head Start programs in a State of California-funded year-round pre-school program for the culturally different.

This program, as proposed, is particularly meaningful to the activities that are being planned within the district. The Berkeley Unified School District Board of Education has given the community and the staff a deadline of September, 1968, for the implementation of a program insuring complete integration at the elementary level. If this proposal is funded, this will be the first step in a program of complete integration in the elementary schools of the city.

Education in the urban centers is presented with a series of differing characteristics which demand unique and sometimes conflicting solutions. In the past, school systems have developed programs which have worked relatively well for a sizeable proportion of the students as long as the opportunity existed in our economy for the unskilled worker with the minimum degree of education to find employment. Schools could focus their attention on those who were achieving success and continually weed out the scholastically less able as the student moved into the upper grades and into high school.

Presently in the urban school centers of the country there is a substantial group of students who can no longer be ignored and who are not making normal educational progress. Their numbers in the urban educational scene has forced the educator to take a second look at programs being offered and the results these programs are achieving. Participating students come from economically depressed homes and thus present a differing and divergent style of life with which the educational world must cope.

As they enter school, children from these homes are not only confronted with a different style of life, but present several characteristics to the schools and the school teacher which, without training and thought, have defied past hurried attempts to ameliorate. These children have a poor self-image of themselves and therefore their ability to compete is seriously impeded.

This problem is further compounded by the level of health that they bring into the classroom. In many cases their general physical condition is such that optimal learning is impossible. Dental problems are such that learning is seriously impaired. Thus the ability of these youngsters to communicate, not only with the teachers but with their own classmates, is seriously threatened, and is further curbed because of their own desire to remain in the background.

Finally, the parents of these children don't have the ability to assist the child in meeting the overwhelming odds with which he is faced. Thus these characteristics result in an ever-growing isolated community - the community which has been referred to as the "hidden community" - for whom the services of the larger community and the schools are of little help and for whom alienation on the part of the students begins at an early age.

It is to these students and their parents that this project is *directed*. It will be the intent of this project to mobilize the forces of the community and bring them together in such a way that the resources of the community and the schools might be focused on them. It is the desire of this project to bring these students into the mainstream of American education and to teach them the skills for coping in the world in which they will be placed.

It is also the intent of this project to involve the members of the "hidden community" whereby individual members, along with the personnel in the schools, can mutually find procedures that will lead not only to educational success with students, but improved ability of parents to assist children with the many tasks with which they will be faced.

I. DESCRIPTION OF EXISTING "FOLLOW THROUGH" TYPE PROGRAM

II.

The Berkeley Unified School District has operated a full-year compensatory Head Start-type Pre-school Education Project since April, 1966. This is a State-funded project under Unruh Assembly Bill 1331 which provides a compensatory nursery school program for 200 children who are recipients of Alameda County Welfare Aid. Almost all of these children reside in the target areas of the city. Plans for the school year 1967-68 include involving 200 students at a cost of $263,193.

In the past year these children have been integrated into 13 existing middle class parent nursery classes. Staffs in each class include a teacher, an assistant teacher and an aide. In addition parents participate in the program. Funding is shared by the school district and the State Office of Compensatory Education.

Staff, besides teachers, includes two neighborhood workers, a guidance teacher, a child development specialist, psychologist, two public health nurses, a parent education consultant, and an evaluation consultant.

The purpose of this program is designed to help children develop cognitive, language, motor and social skills, while enjoying learning in this initial introduction to the school environment. The curriculum is presented so that children can spend some time working and playing alone as well as in interaction with other children and with members of the staff. Daily plans for the total group, small groups and for each individual child is prepared by the teachers. These plans emphasize each child's needs, achievements and progress. Equipment and materials will be presented and placed in such a way as to encourage small groups and individual children to work and play in needed areas of learning.

In general, the program has been based on a sound child development philosophy with many ideas and materials, more recently thought of as compensatory education, being brought into the program, but used and woven into the existing philosophy.

Parent Education has been one of our foremost goals and every parent has been involved this year either in participation in the school program, in group meetings, in home visits, parent conferences, or excursions. Many parents have been involved in all of these.

The integration of not only Negro families and Caucasian families, but lower class families with middle class families, has been one of the most exciting and rewarding aspects of this program. Teachers have been most creative in helping parents work through the many problems in human relationships. We hope many of these families and children will have the opportunity to continue this integrated experience in a Follow Through program next year.

III. Follow Through Program

Unique Procedures in the Berkeley Unified School District's Follow Through Program

1) An integrated educational experience

This proposal plans to combine an equal numaber of Head Start youngsters who are predominately Negro, with an equal number of Caucasian middle class youngsters in an enriched day-long kindergarten program for both. In this endeavor, parents of all the students will be able to participate and work together developing new approaches, ideas and learning from one another.

2) Expanded experiences with adults

A lowered pupil-adult ratio within the classroom will overcome the rigid approach to kindergarten required with normal kindergarten classes of 25-30. Because of the added personnel, not only educational specialists but participating parents, volunteers and aides, an expanded opportunity will be afforded the young student to meet, work with and improve his relationship with adult models.

3) Reading readiness activities

An emphasis on language and communication skills will provide the kindergarten student with an enriched sustaining activity that, hopefully, will give these young people permanent skills from which they might build their foundation in reading and communication skills.

4) Coordination between the grades

This program proposes to work with the gains made by these youngsters in a full year pre-school program and reinforce these in an exciting enriched kindergarten program and prepare them for the activities that will follow in the first grade. Not only is it proposed that the gains made in the Head Start program will be sustained, enriched and clarified, but it is proposed that staff members involving two divisions of primary education, that of pre-school education and the normal primary education of the elementary schools, will be brought together to assist in the total coordination and developmental aspects of this project.

A. OBJECTIVES OF THE FOLLOW THROUGH PROGRAM

1. To structure situations whereby schools and the homes are joined in a partnership for improved education.

A major responsibility of any program designed as a follow through program for the culturally different or economically disadvantaged student must be the involvement of the parents in a viable relationship that will result in success experiences with the parents of these youngsters. In many cases, parental support is a necessary ingredient for success in the classroom. Success in the classroom must also be understood in the home and the ramifications of that success must be conveyed to those within the home that they might build upon these successes through parental involvement. From this, strengthening of the familial model will result. Male and female images, young and old, personal group relationships will further enhance the activities conducted within the classroom. Incumbent upon the educational personnel will be the intensive involvement of the parents and their community in the program. Home visitations, group meetings with both mothers and fathers and perhaps most important of all, regular parental participation all become necessary ingredients in the project.

2. To develop levels of competency within the student for achieving success experiences in future school activities

Of primary interest within this goal is the development of competencies in language dialects. Here the student must begin to have the success experiences in a language centered curriculum that will be so much a part of his life in the first grade. He must have experiences in grasping abstract concepts that will lead to the development of improved reading and math readiness skills as well. Reading readiness activities must be provided whereby students might work at the development of recall, memory, and sequence development. Furthermore a love of books is a necessary development at this kindergarten level whereby young people might feel the excitement of the printed word and what it might mean for enhancing their own lives. In short, they must be able to develop those skills that will assist them in coping with activities in higher grade levels as they proceed through the educational world.

3. To structure activities for fostering intrinsic motivation for learning

Fostering intrinsic motivation is enhanced through the identification

of the individual child's learning style. It will be necessary to gather all the diverse data that has been obtained from the individual students through the pre-school programs. Here it becomes incumbent upon the staff to observe closely the child in the classroom and to literally describe activities which are particularly meaningful to him. Especially meaningful at this point is the involvement that the parents must have in the program, not only for their own personal involvement, but for that of the students so that success experiences might be dwelt upon. It is furthermore incumbent upon the teachers to know the student to such a degree that it becomes possible to determine for the most part the particular needs of that child and how he might react to various situations. Articulation must be provided for in the primary grades so that these children might build upon the development made in the Follow Through program.

4. <u>Assisting the student in the development of his self-identity and his relationship to life</u>

As the student's ability to think of himself as an important participant in the on-going activities of the school increases, so will his self-concept expand. It is at this level that the degree of assurance that the child is able to approach given tasks becomes particularly significant. Language development and readiness activities assist the child in the expansion of his world and build his self-confidence.

Relationships with classmates of differing social and ethnic backgrounds will furthermore assist in the development of his own personality and through the guidance of staff and parents, an enriched personality will result. This will also provide the impetus for the student to achieve and develop a personal identity for himself that might further be evidenced in his play activities and in the work that will be required of him within the classes. Furthermore, an expansion of the relatedness of the individual child to his environment will take place and the inter-relatedness of the various components of his world to each other will also be seen.

5. <u>To improve his levels of social competency</u>

Perhaps more than any other element discussed previously, the degree of integration within the program becomes most meaningful

becomes possible through guidance, as well as the psychological services, to assist in the setting of standards on the part of parents, for behavior within the home. Once again the interrelatedness of the goals of the project can be seen, since this activity will further enhance the development of intrinsic motivation for learning within the individual student.

A necessary achievement for reaching the goals of the project obviously is a composite cooperative approach which must eliminate and remedy the problems elicited. A team approach is necessary in order that problems might be diagnosed and specific remedies and situations prescribed that will lead to success experiences at school. In every case, the focus must be on the individual child. The many forces impinging upon him and his personality should be taken into account and utilized in order that a meaningful, total picture might result. Thus the youngsters and their parents might be brought more readily into the mainstream of education in the United States today.

B. DESCRIPTION OF STUDENT POPULATION IN FOLLOW THROUGH PROGRAM

ESTIMATED NUMBER OF CHILDREN

TO ANTICIPATE IN FOLLOW-THROUGH

BY GRADE LEVEL, RACIAL CHARACTERISTICS

AND FAMILY INCOME

Children	Kindrgtn. Grade	Caucasian	Negro	Under $3,000 Inc.	Over $3,000 Inc.
Head Start	62	3	59	62	--
Non-H.Start	63	61	2	--	63
Total	125	64	61	62	63
		125		125	

C. INSTRUCTIONAL PROGRAM

1. Educational Needs

From the evaluation of previous summer Head Start programs and full-year pre-school programs for culturally disadvantaged and different children, the following educational needs have been identified as being most critical to the individual student:

a. to improve his own self-image
b. to have success experiences
c. to have meaningful parental assistance and support
d. to develop reading readiness
e. to improve personal language capabilities
f. to deal with abstractions
g. to work with oral language and improve communication skills
h. to work with others on cooperative ventures
i. to verbalize wants
j. to meet the mental and social development of his peers

2. Organizational Scheme Used in the Program

The Berkeley Unified School District proposes to involve 125 kindergarten children in the Operation Follow Through program for the school year 1967.68. Sixty-two of these children will be youngsters who have already participated in a Head Start program, either in the Summer or during the school year in the pre-school program. Sixty-three children from predominately Caucasian schools in the city will be identified to participate with the other 62 youngsters, making a total of 125 children in a completely integrated, full-year Follow Through program. This will provide for five classes of approximately 25 children.

Children from all parts of the city will be involved and therefore busing will be an integral part of this particular program. These students will begin at approximately 9 o'clock and leave at approximately 2 p.m. This will provide the participating staff one hour each day to work on in-service programs, educational training programs and with parents to assist them in their training and the understanding that they must have.

3. Instructional Approach

The following techniques and approaches will be used to meet the needs listed previously. Significant consideration to the specific elements that make these procedures more than routine are such things as:

a) small groups
b) individualized instruction due to low pupil-adult ratios
c) prescriptive education due to the involvement of specialized staff personnel

These elements will provide the opportunities for an individualized curriculm, teacher evaluation, and result in a curriculum where many contacts will allow the child to explore in an individualized way.

The following approaches will be utilized to meet the needs previously listed:

1. Dramatic plays
2. Manipulative toys
3. Toys which stimulate problem-solving and develop motor skills
4. Role playing
5. Music activities
6. Writing stories (dictated)
7. Cooking activities
8. Excursions
9. Equipment
   - tape recorders
   - language masters
   - film projectors
   - primary typewriters
   - telephone trainers
10. Outdoor play
11. Art
12. Concept corners
    - taste, touch, see, hear, etc.
13. Water, sand & mud activities

4. Staff

The staff for this project will be as follows:

1 Consulting Teacher for Follow Through
5 Teachers
1 Language Specialist
1 Guidance Consultant and Psychologist
(equivalent of 1/2 each)
5 Teacher Aides
5 Volunteers
1 Nurse (part-time)
1 Secretary

Five teachers will provide the general leadership in the classroom for the Follow Through program and act as coordinators for the individual program offering that will take place within the classroom. These people will be skilled in the techniques of child development and kindergarten education so that they might offer an enriched program to the students who will be participating. The language specialist will be skilled in the curriculum of the communication skills and will add depth and power to the educational component of this team. The language specialist will be responsible for working with students in all five classes.

The guidance consultant will be responsible for assisting in the development of individualization of instruction and activities that will not only enhance the intergroup behavior of the students and the participating parents, but will assist in sensitizing teachers to the specific needs of the individual student, and the parents within the program. The guidance consultant will assist the teacher with a guidance approach technique to learning. This will involve also the responsibility of training them for intergroup education experiences. In addition, they will assist in the identification of behavior problems and psychological problems. This sensitizing will equip the teacher for meeting, in individual conferences, with parents and with students and will assist him in terms of correct behavior for meeting in the homes of parents and interpreting those activities that are taking place within the schools, to the participating parents.

One teacher aide will assist in each classroom carrying out the days' program by helping individual children as directed by the teacher, and assisting in all the educational and curricular needs of the students. These people, as para-professionals, will assist in the overall growth and development of the youngsters by providing them with added experiences with adults.

Finally, this classroom team will be rounded out with the services of a volunteer to assist in the many acitivities that will be required of the students, and once again, assist in providing an enriched adu;t to child ratio. These volunteers, chosen for their ability to work in an integrated situation and their desire to work in a demonstration pilot program will be invaluable for the program in terms of the types of skills that they will bring to the classroom.

A secretary will be provided for the project to assist in the development of the curriculum materials that will be needed and provide for the necessary budgetary and administrative details that the project director will have.

The project consulting teacher for Follow Through will assist in handling a myriad of administrative details in the total program and more particularly, coordinating this program with those activities being conducted in the full-year pre-school program and those activities conducted in the first grades of the school district. It will be this person's responsibility to assist in the development of the curricular offerings, as well as the choice of the staff that is eventually chosen. Moreover, it will be his responsibility to work closely with the principals of the schools wherein the program is located so that a smooth operation might be had in each school. Of particular significance, it will be his responsibility in working with the staffs of the participating schools to smooth and work out any problems that might arise.

5. Adult - Student Ratios

The following list indicates the ratio of adults to students:

Adult - Student Ratio

1.	Teacher - Pupil	1:25
2.	Inst. Staff - Student	1:15.6
3.	Auxillary Staff	1:12.5
4.	Total Adult - Student Ratio	1:6.50

6. Training of Staff

In the one week session the following people will be involved daily:

5 Teachers

1 Follow Through Consulting Teacher

1 Language Specialist

5 Aides

The remaining list of people will be involved periodically as the need arises;

Nurse

Guidance Consultant

Psychologist

Principals (of schools in which Follow Through will be located)

Coordinator of Early Childhood Education

EOO-BA Follow Through Coordinator

Representatives of Parent Advisory Committee

Secretary

An example of the general schedule of the in-service training program follows.

"H.S. FOLLOW THROUGH" PRE-SERVICE

August 24-30, 1967

Thursday, August 24	9:00-12:00	1:00-4:00
9:00-9:30	Coffee Hour	
9:30-10:00	Introductions	

Thursday, August 24 (continued)

1. Dr. Sullivan
2. Dr. Maves
3. Mrs. Wood
4. Dr. Ball
5. Mr. Whitenack
6. Mrs. Kimball

10:12:00 — Goals for Early Childhood

"Pre-kindergarten Education Program"
Marianne Kimball

"H.S. Follow Through"
Jay Ball

1:00-4:00 — "Philosophy of the Kindergarten Curriculum"
Helga Evans
Lucille Hilty

Friday, August 25

	9:00-12:00	1:00-4:00
9:00-9:15	Coffee	
9:15-11:30	"Growth and Development of Children from 4-6" Suggested speakers: Dr. Pedersen, Cal State, Hayward *Dr. Sabbath, Cal State, Hayward $50. Honorarium	
11:30-12:00	Question and Answer Period	
1:00-3:15	"Definition of Learning Team Responsibilities" Bob Whitenack Harriett Wood Gerry Gilliam Guidance, Psychology, Language Specialists, Nurse, Aides, Teachers, Principals, Project Director	
3:15-4:00	Summary Film	

Monday, August 28

	9:00-12:00	1:00-4:00
9:00-9:15	Coffee	
9:15-10:45	Intergroup - Kathy Favors	

Monday, August 28 (continued)

10:45-11:30	Film - "Language and Integration"
11:30-12:00	Discussion
1:00-3:30	"The Child's Image of Himself" Dr. Lois Stoltz ($100.00) Film - "Headstart to Confidence"
3:30-4:00	Buzz Sessions

Tuesday, August 29 — 9:00-12:00 / 1:00-4:00

9:00-9:15	Coffee
9:15-10:45	"Development of Language Skills and Utilization of Materials Glena Crumal Gerry Gilliam
10:45-11:15	Slides - Kindergarten Programs Glena Crumal
11:15-12:00	Buzz Session - Sharing
1:00-3:30	Planning and Evaluation of the Kindergarten Day Panel Discussion, Glena Crumal, Moderator Panelists: Helga Evans Emma Dawley Corrine Howard Lucille Hilty
3:30-4:00	Professional Books

Wednesday, August 30 — 9:00-12:00 / 1:00-4:00

9:00-9:15	Coffee
9:15-10:00	"Parent and Community Involvement" 1. How do we involve parents? 2. What can they do as volunteers? 3. What can the parent education program be?
10:00-12:00	Dr. Nester - "Sensitivity to Adults and Children"

Wednesday, August 30 (continued)

1:00-4:00	Group discussions on Dr. Nestor's and other presentations
	Summary

Wednesday P.M. - Social Dinner Together

7. Identification of Project Sites

Cragmont School - 4 classes
830 Regal Road
Berkeley, California

Miss Glena Crumal, Principal

Whittier University Laboratory School
(U.C. Demonstration School)
1645 Milvia Street
Berkeley, California

Dr. John P. Matlin, Principal

D. ANCILLARY COMPONENTS

1. Health

Health services in the Berkeley Unified School District are offered in cooperation with the City of Berkeley Health Department by contractual agreement.

Health services will be provided to each class by a public health nurse on a part-time basis. The nurse will work with students, parents, teachers, special service and education personnel, and administrators of the school in an effort to promote an optimal level of student health which should in turn promote optimal learning. She will plan parent conferences for assessment of each child's health, teacher conferences and classroom observations to evaluate children's health needs in relation to the educative process. She will arrange for referrals for physical examinations, screening examinations, and medical, surgical, and dental treatment and followup as necessary.

The public health nurse will be a resource person for the teaching staff and parent groups in the area of health education and early childhood growth and development. The goal of this activity will be to help parents understand, establish and maintain health practices which will prevent illness and associated problems.

Screening programs for the children will include (if not done in the past) screening for visual acuity and for hearing, the latter by the individual sweepcheck method using a puretone audiometer. Children failing screening tests or observed by teachers to present signs of visual or auditory dysfunction even though passing the screening, will be referred to appropriate specialists for further evaluation and treatment as indicated. Children who are identified by teachers and referred to nurses as showing behavioral and physical signs of a health problem also will be referred to physicians for medical history and physical examination as determined by discussion of the situation between the child's parents and the public health nurse. Children who appear to be in good health but for whom no baseline medical history and physical examination is available will be referred.

2. Nutritional Component

The nutritional activities of the project are proposed as the two listed activities.

1) Nutritional Break 9:30 a.m.

Such foods as the following might be used:

celery sticks, carrot sticks, cheese, cold cuts, fresh fruits, raisins, fruit juice, open faced sandwiches, hard boiled eggs

2) Lunch 11:30 a.m.

Lunch will include those nutritional components found in the regular lunch program in the schools with serving modified to assist the younger students

These activities will provide:

a) Nutrition
b) Development of social skills
. . . conversation when served family style
c) New foods which will become a source of added information and will assist in expanding the child's world, e.g.,

melons artichokes mushrooms avocados

Educational Activities of the Nutrition Component

1) Learning to define and describe a variety of textures, tastes, smells and colors of a variety of foods, as well as comparing sizes, such as a tangerine to a grapefruit, etc.

2) Learning to distinguish between raw food in its original state, and cooked food. This might involve a study of the origin of foods and categories such as fruits, vegetables, milk products (cheeses for texture - cottage, processed, Swicc, cheddar, etc.) bakery products, etc.

3) Children will be taught that snacks are not only good to eat and tasty, but can be nutritious as well. Parents will be educated to think of balancing the diet throughout the day, as well as pointing out to parents that snacks can be inexpensive and varies such as raisins, celery sticks, carrot sticks, not always cookies.

4) There will be an expanded experience in having the children help

with the preparation of food such as cooking applesauce, squeezing carrot juice, baking a birthday cake, making bread, freezing ice cream.

5) Small groups (1 - 3) will help with such preparation as scrubbing carrots, putting peanut butter in celery sticks, hard boiling eggs. This will be part of the total curriculum.

6) An additional component from time to time will involve the teacher taking small groups (3 - 5) of children to the supermarket to select the food to be prepared, assist with the purchase of the food, take it to the classroom and help with the preparation of the food and the serving of it.

3. Social Services and Psychological Component

The guidance consultant and psychologist will work together as a team evaluating the health, social and educational needs of the children. This evaluation will be accomplished through parental interviews; through teacher and other staff consultation and recommendations; and by direct observation and participation in the individual self-contained classrooms. When specific needs of a child are identified the follow-through will be handled by the team member representing his appropriate discipline. For example:

The Guidance Consultant will:

1. Identify social needs and plan to meet these needs
2. Identify behavioral needs
3. Do casework and group work with children and parents
4. Help at times of emotional stress
5. Work with staff to effect changes in interpersonal relations with teachers, parents and pupils, i.e., planning and implementing in-service training for teachers in preparation for parent-teacher conferences
6. Lead parent group discussions and coordinate parent aide program
7. Act as liaison with other community agencies

The Psychologist will:

1. Make intensive diagnostic evaluations of children with hearing difficulties
2. Recommend specific remedial techniques to help teachers ameliorate learning difficulties
3. Continually evaluate and observe children in the program
4. Assist in the evaluation of the total project

The services provided by the guidance consultant and psychologist will be further augmented by the medical services personnel. Furthermore other agencies within the community provide services which will also be available to the members of this team. They are such agencies as:

Name of Agency	Social Services to be Performed for Child Development Program
Family Service of Berkeley	Guidance and counseling services for children and their parents
Alameda County Department of Social Welfare	Financial and counseling service for children and their parents
EOO-BA Service Center	Legal assistance, family counseling, employment counseling and placement
East Bay State Mental Hygiene Clinic	Guidance and counseling services for children and their parents
City of Berkeley - Mental Health Services	Guidance and counseling services for children and their parents

E. COMMUNITY INVOLVEMENT

1. Parent Participation

All personnel will be actively involved in parent participation, education and involvement. The teacher, teacher aides, specialists and participating parents assigned to the program will work with the team. All consultants and special services staff such as guidance, psychologists, health, etc., will also be directly involved in parent education, both in one-to-one and group relationships.

Parents of each child enrolled in the Follow Through classes will be encouraged to spend time working with the children in the program and assisting the teacher with individual and group activities, preparation of materials and equipment, and learning ways to help contribute to the development of his or her child. Small groups with a staffing ratio of one adult to every eight children will be maintained to facilitate the parent education component.

These parents will also be expected to participate in weekly meeting:

- to learn more about child development
- to discuss observations of children in the nursery programs
- to report on the results of follow-up activites that they have carried out at home
- to discuss the role of siblings and other family members
- to share ideas with other parents, and to learn how to utilize other community resources to meet the needs of their families

These meetings may be planned and led by the teacher, support staff, consultants or parents.

Flexibility and ingenuity will be encouraged in arranging these meetings. (For example, they could be held at the kindergarten site, or in homes, during the day, afternoon, evenong or on Saturdays - depending on the desires of the parents involved). If all of the parents could not meet in the large group meetings, parent leaders could be assigned to small sub-groups to carry on these training sessions at individual homes.

On the basis of our experience with the pre-school program, we will plan for following three types of meetings:

1) One meeting per month may consist of a field trip with the teachers and children. Parents will plan for these trips and be involved in preparing and executing associated educational activities with the children, thus learning how to

help children with language and conceptual development.

2) Pot-luck dinners involving both parents, if possible, and siblings will be arranged periodically. These meetings are followed by a film or other educational program for parents and appropriate educational entertainment for children.

3) Workshops in the school have proved an important part of the educational program and have benefited the children's program as well as involving parents. The informal atmosphere has provided many opportunities for educational content in less inhibiting ways.

2. Volunteer Recruitment

1. School Resource Volunteers

This agency, working in conjunction with the Berkeley Unified School District is actively engaged in finding and placing all types of volunteers in classrooms of teachers who have requested this service. This resource will be highly utilized for the Follow Through program.

2. Community Action Agency

Working closely with this agency in the past has resulted in this agency referring names of individuals to the schools for inclusion in programs. This source will be utilized also.

3. ESEA Neighborhood Workers

Established and funded under the auspices of the Elementary and Secondary Education Act, Title I, these people working in the Head Start neighborhoods will also become a resource for volunteer assistance.

4. Members of the Follow Through Team

These people will continually be on the alert for those who will be able to assist in the program in any way.

Parents who can participate on either a daily basis, or more frequently in the program, might also be employed for any of the available positions for which they will qualify.

A policy advisory committee composed of representative parents of all children in the Follow Through program will be appointed. The members of the Policy Advisory Committee will serve the Follow Through program in various ways. Basic to their role will be their service as volunteers within the classrooms. This activity will further inform the parents as to activities taking place and needs that must be met. By participation in weekly parent sessions an added dimension to their learning will occur.

These individuals will also participate in the in-service training sessions for staff personnel representing the parents and giving their viewpoint to teachers. In these meetings it will be possible for them to give council regarding curriculum and staff as well as other concerns the parents might have.

3. Coordination with Community Action Agency

A member of the Community Action Agency will sit on the Advisory Council. Since this agency will be actively engaged in the identification of the Follow Through students, it seems natural that they can assist in recommending participating parents for inclusion on the advisory committee. The exact number and manner for choosing the council will be decided during the in-service training sessions.

The members of the Policy Advisory Committee will establish policy through their establishment of rules, regulations and by-laws for the program. Meeting weekly as a body they will analyze the needs of the total Follow Through program, be informed as to possible alternatives, and in general assist in the development of the total program. In addition to these responsibilities the following list completes the picture.

1. Serve as a channel for hearing complaints on arbitrary actions of the administrative staff.

2. Assume some degree of responsibility for communicating with parents and encouraging their participation in the program.

3. Serve as a link to public and private organizations.

4. Represent the professional organizations, public agencies and parents involved in the program.

4. Utilization of Community Resources

The services of the following agencies will be solicited:

1. Economic Opportunity Organization - Berkeley Area
2. School Resource Volunteers
3. Family Service of Berkeley
4. Alameda County Department of Social Welfare
5. EOO-BA Service Center
6. East Bay State Mental Hygiene Clinic
7. City of Berkeley Mental Health Services
8. University of California

5. Non-Public Schools Involvement

Personnel from non-public schools in the area have been contacted and have had the Follow Through program explained to them. It has been determined that the non-public schools do not enroll children who have been previously enrolled in a full-year Head Start program.

School	Kindergarten	Head Start
School of the Madeleine	no	no
Berkwood School	yes	no
Bentley School	yes	no
Gay School	yes	no
Mrs. Griffins Nursery School	yes	no

F. Program Evaluation

The objectives which form the basis of the evaluation are the following:

(1) To structure situations whereby schools and the homes are joined in a partnership for improved education.
(2) To develop levels of competency within the student for achieving success experiences in future school activities.
(3) To structure activities for fostering "intrinsic" motivation for learning.
(4) Assisting the student in the development of his self-identity and his relationship to life.
(5) To improve his levels of social competency.
(6) To provide medical, guidance and psychological services necessary for optimum learning.

Evaluation procedures will be integrally related to the program objectives and will include measures of scholastic growth and development which may be attributed to the Follow-Through Program. Also included will be measures of the change in environmental variables, such as parental concern for education, and the climate for learning existing in the home. In addition, an attempt will be made to assess changes in the student's self-image and the level of aspiration.

Since this project proposes a number of approaches designed to provide compensatory educational experiences, a number of the following evaluative instruments will be proposed for use.

(1) A standardized reading readiness test, such as the Lee Clark Reading Readiness Test, 1962 revision, could be administered to those students involved in the program and to a comparable group which was not involved.
(2) A special inventory scale would be prepared to measure parents' active interest in their children's development; factors to be considered would be the parents' attempts to provide a home climate conducive to learning, to social growth and to physical and mental health. This inventory would be administered to parents of children in the program and to parents of a comparable group of children, not in the program.
(3) The instrument, Measurement of Self-Concept in Kindergarten Children, published by Research Concepts, Livonia, Michigan, could be administered to both the experimental and the control group.
(4) Similarly, the Levine Elzy Scale of Social Competence, designed for kindergarten children could be administered on a cooperative basis by teachers and parents. This procedure would provide for cementing the teacher-parent partnership for improved education.

G. Research Design

In order that this project may yield data upon which sound statistical inferences may be based, the research design must include a random sampling of subjects. Approximately 62 children will be randomly selected from the total population of Head Start participants. This will comprise the experimental group. A like number of Head Start children, also randomly selected, but not included in Follow-Through, will serve as a control. The significance of any differences between experimental and control groups will be tested by means of the analysis of variance technique. Since the thrust of the project is toward parents as well as students, comparisons will be made between experimental and control parents to determine whether or not the Follow-Through Project has caused a significant change in their approach toward the education of their children.

Variables of interest in this project are:

(1) Reading readiness of kindergarten children.
(2) Self-concept of kindergarten children.
(3) The level of social competence in kindergarten children.
(4) Climate for learning in the home of the kindergarten child.

Consultative services are available from the School of Education, University of California, Berkeley, to plan and implement the research design so that conclusions drawn may lie based upon statistical reference.

H. TECHNICAL ASSISTANCE

Generous use will be made of consultants and personnel associated with various agencies throughout the State.

Personnel from the University of California will be involved in the evaluation, as well as assisting in the development of general goal-setting and curriculum development. As a result of the activities generated from the already established pre-school program, the lines of communication are well developed and most useful.

Assistance from the State Department of Primary School Education will also be sought for guidance in the technical developments of the program. Staff of the Compensatory Education Department will also be invaluable in assistance with plans, procedures and activities, as well as giving advice for integrating this project with other programs in compensatory education that might result in significant advances.

Personnel from other universities and state colleges in the Bay Area will also be sought to assist in the development and continuation of the program.

Of great technical assistance will be members of the staff of the Berkeley Unified School District which has operated pre-school programs for the past thirty years and whose reputation for excellence is known throughout the State.

Personnel from other agencies such as the California Association for Education of Children will also be utilized, along with personnel from the U.S. Office of Education.

I. ADMINISTRATION OF THE PROGRAM (Persons to be Selected)

1. Plan

A full time consulting teacher will assist in the direction of the program. He will work with the principals in specific schools to coordinate the Follow Through program with the already established kindergarten programs. He will also be responsible for the parent education and involvement aspects, and will be in charge of the formal procedures established for the dissemination of information.

A project secretary will provide the necessary skills to handle the clerical responsibilities of the program.

J. MAINTENANCE OF EFFORT

The following means incorporated as normal procedures for the program will insure that existing support is not diminished:

1. Establishment of full-day programs is an addition to the current offering.

2. Current kindergarten pupil teacher ratio is approximately one to 25.

3. Berkeley Unified School District's contribution in supplies, etc. is maintained.

4. Integrated program provides depth enrichment not possible in a segregated situation.

K. DISSEMINATION OF INFORMATION

Resources - How and To Whom

The following already established procedures within the district will be utilized as efficient means for dissemination of information.

Bi-Monthly Superintendent's Bulletin

This bulletin presents information regarding new programs and projects within the district.

E.S.E.A. Newspapers

These papers present news and activities of target area students and their parents. Particularly meaningful to this project are the discussions presented concerning special projects and innovations.

Office of Research and Publications

This office within the Berkeley Unified School District prepares news releases for all the newspapers of the area and provides the dissemination of information when appropriate.

Bay Area Newspapers

These papers provide a great resource for dispensing information throughout the Bay Area.

Not to be forgotten are the many individuals who by word of mouth provide a necessary means for dissemination of information.

Staff personnel for the various local universities and colleges, (University of California, Stanford, San Francisco State, etc.) will be informed through the media mentioned above. A further means by which they will serve in this capacity will be the natural result of their personal activity in the project itself.

L. PROVISIONS FOR VISITATIONS

Provisions will be made for visitations by interested personnel by scheduling visitation periods.

M. DESCRIPTION OF THE COMMUNITY

Berkeley, California, a city with an estimated 1964 population of 120,300,[1] is part of the San Francisco-Oakland Metropolitan area. This urban area with a 1960 population of 2,648,762 ranks sixth in the United States and second in the state of California.

This community, with the University of California as its major industry, attempts to meet the needs of its citizens within its 19.01 square miles. Its growth initially paralleled that of the university, but in more recent times it has served as a residential area for the surrounding metropolitan communities. The community has a significant industrial complex of over three hundred firms, comprising an area of approximately five hundred acres. Geographically it is divided between the lowlands, extending from the bay to the hills, and the hills. The lowlands have been substantially composed of working-class people and have served as the location of the manufacturing industry of the community as well. The hill area is generally a residential area populated by many of the community's professional people.

The fact that the university is located within the city boundaries helps account in some degree for the number of professionals living within the community. They also provide a highly vocal and articulate group which has traditionally demanded academically oriented education for its children. The university community and other professionals as well have provided a good deal of citizen leadership on selected school matters which has resulted in their being actively interested in the content and management of the schools.

The pattern of racial composition of the community since 1940 has been following the pattern established for urban centers throughout the country. In 1940, the United States census showed that 93.8 per cent of the population was white, 4.0 per cent were Negro, and 2.2 per cent were classified as members of other races. In 1950, 11.7 per cent of the population was Negro and 3.7 per cent were classified as other. By 1950, the percentages were broken down as follows: white, 73.9 per cent; Negro, 19.6 per cent; and other, 6.5 per cent. The Negroes who have moved into the community have established themselves in the lowlands. This area not only has had a high proportion of Negroes, but it also contains most of the Negro residents of ;the city (see Table 1).

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[1] Berkeley California (Beverly Hills, California: Windsor Publications, 1966), p. 43.

TABLE I

TOTAL POPULATION AND RACIAL COMPOSITION OF THE COMMUNITY
1940 - 1960

Year	Total Population	Race	Population	% of Total
1940	8,554	White	80,267	93.8
		Negro	3,395	4.0
		Other	1,885	2.2
1950	113,805	White	96,268	84.6
		Negro	13,289	11.7
		Other	4,248	3.7
1960	111,268	White	82,081	73.9
		Negro	21,850	19.6
		Other	7,337	6.5

Source: U. S. Department of Commerce, Bureau of Census, Census of Population.

One researcher has pointed out that while the Negroes in this community (as elsewhere in the United States) are less educated, have a lower income, are more likely to be unemployed and live in more dilapidated housing than the community as a whole, the Negro population is still better off than its counterparts in surrounding communities. This he explains by the fact that the community is a "professional town," not only for the white but the Negro as well.

SCHOOLS

The median years of schooling completed for residents 25 years or older is 12.9 for the total community, while the percentage of people who have completed four years of high school or more is 39.3 per cent. The median years of schooling for the non-white resident 25 years or older is 12.0; 27.3 per cent completed four years of high school or more. The average median family income is $6,576.00; the average non-white family income is $5,591.00; 24.7 per cent of family incomes are over $10,000.00, and 14.4 per cent under $3,000.00. Among non-whites, 18.3 per cent have incomes under $3,000.00 and 11.6 per cent over $10,000.00.

The school district has also reflected the changing characteristics of the population. In 1966, the community provided education for approximately 15,658 students--kindergarten through twelfth grade. There are fourteen elementary schools, two junior high schools, and one high school (grades 9-12). The racial distribution of all of these schools is: 50.3 per cent Caucasian, 40.8 per cent Negro, 7.9 per cent Oriental, and 1.0 per cent other non-Caucasian.

As a result of concerted activity within the district and the community in 1964, the secondary schools were restructured to eliminate de facto segration at that level. The elementary schools, however, because they are neighborhood schools have continued to reflect the segregated patterns of the neighborhoods. Three elementary schools are considered racially integrated, seven are predominantly Caucasian, and four are predominantly non-Caucasian.

These schools reflect this pattern as one travels from the San Francisco Bay into the Berkeley Hills with the predominately Negro schools located on the flat lands close to the Bay, the integrated schools in the middle of the city and the predominately Caucasian schools located in the hills.

ECONOMIC OPPORTUNITY ORGANIZATION
BERKELEY AREA
2512 GROVE STREET, BERKELEY, CALIFORNIA 94704
PHONE 849-4533

JOSEPH E. ROSS
President

George N. Leonardos
Acting *Executive Director*

May 25, 1967

Dr. Jay Ball
Coordinator of Project Development
Berkeley Unified School District
1414 Walnut Street
Berkeley, California

Dear Dr. Ball:

Pursuant to our work and consultation with you on the proposed Berkeley Unified School District Follow-Through Program, we would like to reiterate our intention to assist the District in this program if funded. We feel your proposal as developed thus far is sound and promising and we support your efforts in seeking to have it funded.

We feel such a program is vital as a continuation of Head Start and is necessary if the gains made through the Head Start program are to be maintained and continued. It is this agency's hope that Follow-Through will be expanded to include more children and more grades in the future as we feel this is imperative to breaking the poverty cycle in Berkeley.

Specifically, the Economic Opportunity Organization - Berkeley Area will hope to assist the District in the Follow-Through Program by using its Community Adult Participation Workers to identify children and families in the Berkeley Target Areas who would qualify for and benefit from the Follow-Through Program. Additionally, the EOO-BA will be happy to send a representative to the Advisory Program to add whatever we can of value to that body. If we can assist in any other way, please feel free to call on us.

Sincerely,

George N. Leonardos
Acting Executive Director

GNL:ab

August 8, 1967

Dr. Jay Ball
1414 Walnut Street
Berkeley, California

Dear Dr. Ball:

This letter is to confirm the continued participation of the Economic Opportunity Organization, Berkeley area in helping to make final preparations for the "Follow Through" program in Berkeley this fall. I will continue to represent the EOO-BA as I have done in previous meetings on July 26 and August 3.

In addition I have scheduled a representative from your office to speak before our organization's Board of Directors meeting on August 14, 1967 at 8:00 p.m., San Pablo Park to outline plans and expectations for the "Follow Through" program in the Berkeley area. It is hoped that a representative from our board will in turn serve on the Advisory Council for the "Follow Through" program.

Sincerely,

Jean Green

(Mrs) Jean Green
EOO-BA Headstart Coordinator

cc: Mr. Barringer
JG/jf

Copy to Mrs. H. Wood

RECEIVED
AUG 9 1967
PROJECT DEVELOPMENT

OFFICE OF ECONOMIC OPPORTUNITY

Community Action Program

Assurance of Compliance with the Office of Economic Opportunity's Regulations under Title VI of the Civil Rights Act of 1964

Berkeley Unified School District (hereinafter called the "Applicant")

(Name of Applicant or Delegate Agency)

AGREES THAT it will comply with title VI of the Civil Rights Act of 1964 (P. L. 88-352) and the Regulations of the Office of Economic Opportunity issued pursuant to that title (45 C.F.R. Part 1010), to the end that no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the Applicant receives Federal financial assistance either directly or indirectly from the Office of Economic Opportunity; and HEREBY GIVES ASSURANCE THAT it will immediately take any measures necessary to effectuate this agreement.

If any real property or structure thereon is provided or improved with the aid of Federal financial assistance extended to the Applicant either directly or indirectly by the Office of Economic Opportunity, this assurance shall obligate the Applicant, or in the case of any transfer of such property, any transferee, for the period during which the real property or structure is used for a purpose for which the Federal financial assistance is extended or for another purpose involving the provision of similar services or benefits. If any personal property is so provided, this assurance shall obligate the Applicant for the period during which it retains ownership or possession of the property. In all other cases, this assurance shall obligate the Applicant for the period during which the Federal financial assistance is extended to it either directly or indirectly by the Office of Economic Opportunity.

THIS ASSURANCE is given in consideration of and for the purpose of obtaining either directly or indirectly any and all Federal grants, loans, contracts, property, or discounts, the referral or assignment of VISTA volunteers, or other Federal financial assistance extended after the date hereof to the Applicant by the Office of Economic Opportunity, including installment payments after such date on account of applications for Federal financial assistance which were approved before such date. The Applicant recognizes and agrees that such Federal financial assistance will be extended in reliance on the representations and agreements made in this assurance, and that the United States shall have the right to seek judicial enforcement of this assurance. This assurance is binding on the Applicant, its successors, transferees, and assignee, and the person or persons whose signatures appear below are authorized to sign this assurance on behalf of the Applicant.

Date November 22, 1966

Berkeley Unified School District

(Name of Applicant or Delegate Agency)

By Neil V. Sullivan

(President, Chairman of Board, or comparable authorized official)

1414 Walnut Street

Berkeley, California 94709

(Mailing address)

CAP FORM 11 APR 65

GSA DC 67-460

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FOLLOW THROUGH PROPOSAL FORMAT

1. File Control Number (Leave blank)*

2. State Code

3. County Code

4. LEA Code

5. Legal Name of LEA BERKELEY UNIFIED SCHOOL DISTRICT

6. City or Town BERKELEY

7. County ALAMEDA

8. State CALIFORNIA

9A. Name of Authorized LEA Representative

Neil V. Sullivan, Ed. D., Superintendent

9B. Signature Neil V. Sullivan

9C. Telephone (Area Code and Local Number) 415-841-1422

9D. Date 8/11/67

10A. Name of Contact Person Jay T. Ball, Ed. D., Coordinator, Project Development

10B. Signature Jay T Ball

10C. Telephone 415-841-1422

10D. Date 8/11/67

*For OE use only